

**INQUIRY 1SS3  
INQUIRY IN THE SOCIAL SCIENCES  
Prison and Punishment (C02)  
Winter 2018  
Tuesdays 8:30-11:30pm  
LRW 1056**

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**McMaster University  
Faculty of Social Sciences**

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Office Hours: Tuesdays, 11:30-12:30pm**

### **What Do We Mean by Inquiry?**

Inquiry is the process of developing skills to arrive at understandings of a problem, an issue, or a phenomenon, through the process of asking good questions, searching out good evidence, and arriving at well reasoned conclusions. The process of critical inquiry promotes self-directed learning, helping you to develop the skills necessary to acquire and reflect on new knowledge and understanding, and that will be invaluable in your other university courses and your academic, personal, and professional lives.

### **Course Description:**

Inquiry courses are designed to teach students how to learn and how to share academic knowledge. The courses are skill-driven, rather than content-driven, with a ***focus on the skills required to perform effectively in university***. These personal, transferable skills and approaches to learning will be useful in other university courses, and beyond. Students will engage in a process to begin to learn how to formulate good academic questions, gather and interpret scholarly evidence, draw reasoned conclusions, and communicate these conclusions, using as content, topics central to research in the Social Sciences (e.g., social identity, globalization, health, and gender).

### **Course Objectives:**

Upon successful completion of this course you will have valuable experience in:

- developing a researchable question and refining it;
- demonstrating the ability to obtain relevant information to answer this question;
- critically evaluating the validity and relevance of academic research;
- communicating a reasoned response to the researchable questions; and
- critically reflecting on your learning process.

## Developing Transferable Skills

You will work on developing academic skills that are transferable to your other university courses as well as to the workforce. These skills include:

- question formulation;
- critical reading and thinking;
- communication (oral, written and visual);
- self and peer evaluation;
- research skills; and
- group work skills. (Vajoczki, 2010)

## Theme: Prison and Punishment

While the focus of this course is on the *process of inquiry*, the theme of 'Prison and Punishment' will provide the content that we will use to develop analytical and critical thinking skills.

In the first few weeks of the course we will begin to unpack our theme of 'Prison and Punishment' by examining key debates, issue areas and concepts across the Social Sciences. In our exploration, we will consider both practical and philosophical questions about the role of the prison system in society, aiming to identify what imprisonment means to us as both individuals and as members of larger social, political, and economic communities. In subsequent classes and in your final research paper you will have the opportunity to further explore aspects of this topic that are particularly interesting and relevant to you.

There are many ways that those in the social sciences seek to understand the practice of imprisonment. Some questions posed in this class will include: What effects to prisons have on people and communities? What role(s) does imprisonment play in our society? What are its goals? Who makes these decisions and how? Are they effective? Who do they benefit? What all agree upon is that social, political and economic factors influence how institutions in our criminal justice system function today, as well as their historical development. In this course, we will take time to explore several these dimensions, while also asking critical and deep questions about how and if the prison system advances collective well-being and safety.

The intention of this course is to be provocative and to cultivate a curiosity about research through an openness to examining our own assumptions on the topic. The design of this course will provide ample flexibility to engage your own ideas and interests, while demonstrating the skills of inquiry.

## Required Textbooks:

The following textbook is **required** for students in our particular section of the Inquiry class, as it is important for preparing and submitting assignments:

- Northey, M., Tepperman, L. & P. Albanese. (2015). *Making Sense: A Student's Guide to Research and Writing*. 6<sup>th</sup> Ed. Don Mills: Oxford.

## Suggested Texts:

The following are optional resource textbooks that may be helpful for assisting with research and writing in this class and/or throughout your university career. They are available through the bookstore and Mills Library.

- Haig, J., MacMillan, V., Raikes, G. (2010), *Cites & Sources, An APA Documentation Guide*, (3<sup>rd</sup> Ed.). Toronto: Nelson.
- Gibaldi, J., & Modern Language Association of America (2009), *MLA Handbook for writers of research papers*, (7<sup>th</sup> Ed.). New York: Modern Language Association of America.

## Online Readings:

Additional material (articles, news stories, videos, websites, etc.), available at no cost, may be posted online for your consideration throughout the course. Engaging with these materials will be necessary in order to actively participate in the course.

These articles can be found through links in the content section of Avenue to Learn, or some may also be accessible through the McMaster library website.

## Evaluation Components:

*Please note that Assignment Guidelines, which will be made available in class and through Avenue, must be consulted for all evaluation and submission criteria.*

<b>Assessment Activity</b>	<b>% of Grade</b>	<b>Date Due</b>
<b>Related to Final Research Paper</b>	<b>50%</b>	
Topic Selection Statement and Draft Research Question	Completion	Feb. 6
Proposal & Annotated Bibliography	15%	Feb. 13
Draft Paper	Completion	Mar. 20 <u>or</u> Mar. 27
Presentation	10%	Mar. 20 <u>or</u> Mar. 27
Final Research Paper	25%	Apr. 3
<b>Participation</b>	<b>20%</b>	
Attendance	5%	Weeks 1-10
Engagement	10%	On-going (in class + completion activities)
Presentation Attendance & Peer Feedback (2 x 2.5%)	5%	Mar. 20 <u>and</u> Mar. 27 (Weeks 11 & 12)
<b>Test: Library Skills &amp; Academic Integrity</b>	<b>15%</b>	Feb. 27 (in class)
<b>Other Class Assignments &amp; Activities</b>	<b>15%</b>	
Active Reading Exercise	5%	Jan. 23
Précis	5%	Mar. 6
Learning Process Self Reflection	5%	Apr. 6
<b>Other Completion Activities</b>		
Library Workshop Session	Factored into Participation Grade	Feb. 6 (Mills Library)
Proposal Peer-Review		Feb. 13 (in class)
Active Group Work		On-going (in class)
Peer Feedback		On-going (in class)

## **Online and Electronic Course Components**

**Avenue to Learn:** In this course we will be using Avenue to Learn (“Avenue”) for the online components of the course. Students should be aware that when they access the electronic component of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation, may become apparent to all other users in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

**Digital Submissions:** The written assignments in this course will be submitted via the digital Drop-Box function on Avenue to Learn, found under the Assessments tab. Many file types are compatible with the submission system, including Microsoft Word, WordPerfect, PostScript, Adobe Acrobat (.pdf), or Rich Text (.rtf) files. If your word processing program uses a file type not listed here, please contact the instructor to check compatibility.

**Written Assignments:** All written assignments are to be typed and double-spaced using 12pt, Times New Roman font, with 1 inch margins. Please include a title page with your name, student number and email address, the title of the assignment and the date submitted.

**Submitting Assignments Electronically:** Individual assignments submitted electronically must include your last name in the filename: e.g. Smith\_ActiveReadingAssignment.doc.

**Late Submissions:** A late penalty of **3% per day** will apply after the due date (weekends included) unless prior arrangements have been made with the instructor. *Assignments will be marked and returned in the order they were submitted.*

**Faculty of Social Sciences E-Mail Communication Policy:** It is the policy of the Faculty of Social Sciences that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at their discretion.

**Avenue Mail:** Please use your McMaster e-mail account—not Avenue mail—to contact the instructor. There is a technical difference between the Mail feature in Avenue to Learn and the McMaster e-mail services, including UnivMail, the mail service used by most instructors. Messages from Avenue to e-mail, for example, can often cause unhelpful delays and errors.

## **In-Class and Interpersonal Components**

**Class Participation and Engagement:** Class participation and engagement is an important component of this course (and of active learning). Therefore, I expect all students to be 'active' participants in this course. This means attending all classes, listening to your peers, being actively involved in class activities and thoughtful discussion, and completing all assignments.

*In our section, attendance will be worth 5% and engagement will be worth 10% for a total of 15% of the course grade. There is an additional 5% participation and engagement grade allocated to our final two classes.*

Your participation grade will be significantly influenced by your active involvement in class, and the quality of that involvement. Lack of participation, or 'negative participation', will also significantly influence your participation grade (but in a negative way). 'Negative' participation includes the following: missing classes, talking to classmates about things that are not a contribution to the class discussion, general nonparticipation in or disruption of class/class activities, sleeping during class, coming to class late or leaving early, and using electronic devices for activities unrelated to the course. Computers may be used in class but ONLY for note taking or other course purposes. Evidence of using the computer for anything other than note taking will be considered negative class participation.

The success of this course depends on you. The students who are most successful in this course fulfill these expectations, and engage in all aspects of the course.

Finally, oppressive and other silencing behaviors will not be tolerated. Students are to engage with each other in a respectful manner and are encouraged to raise any concerns with the instructor or in class discussion. As a class we are collectively responsible for identifying these behaviors and discussing how to address them.

**In-Class Group Activities:** For group activities, ALL students in the group must be contributing members of that assignment. The expectation is that each student will be an active and respectful member of their group, and contribute to the assignment - in a fair and equitable way. Group work is sometimes challenging, but it can also be rewarding in a number of ways, including providing you with opportunities to develop valuable 'working-as-a-team' skills that will serve you well in this and other courses, as well as more broadly in your academic, professional, and personal life.

**Conflicting Course Schedules:** When scheduling your courses, be sure to avoid overlap or conflict that might compromise your attendance and participation in other classes. You should not sacrifice time in this class to complete assignments for another class. If an instructor in another class schedules a test, activity, or other course component during our course timeslot, please contact myself and the other instructor at once. Explain the conflict and request that your instructors engage in a constructive solution to the scheduling conflict.

## **Academic Integrity**

**University Policy on Academic Dishonesty:** You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

**Avoiding Academic Dishonesty:** It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty:

1. Submitting work that is not your own.
2. Submitting your own material for which other credit has already been obtained in another course.
3. Using another writer’s sentences, phrasing, or writing structure without properly indicating this by using quotation marks.
4. Neglecting to properly cite or source your ideas.
5. Improper collaboration in group work.
6. Copying or using unauthorized aids in tests and examinations.
7. Requesting accommodation or exceptions in bad faith or under false pretenses.

**Academic Citation Style:** You should prepare your in-text citations and reference lists according to the precise formatting guidelines of the American Psychological Association (APA). Other formatting guidelines such as MLA and Chicago-Turabian are commonly used at McMaster and are worth learning, but this course uses APA style as a common standard to streamline teaching, learning, and peer proof-reading.

**Access Copyright Regulations:** McMaster University holds a licensing agreement with Access Copyright, the Canadian Copyright Licensing Agency. Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>.

**Originality Checking:** For some assignments for this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Some digital work submitted via Avenue to Learn will be automatically submitted to Turnitin.com so that it can be checked for academic dishonesty, and so that the paper can be marked digitally using the service’s digital feedback system. Students who do not wish to submit their work to Turnitin.com have the right to arrange, with the instructor, an alternate submission method that bypasses Turnitin without penalty. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g. online search, etc). To see the Turnitin.com Policy, please go to: [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## Student Absence Information

### **Academic Missed Work Procedures**

The MSAF is a self-reporting tool in [Mosaic](#). It is for **Undergraduate Students** to report absences DUE TO MINOR MEDICAL SITUATIONS that last up to 3 days and provides the ability to request accommodation for any missed academic work. The MSAF cannot be used during any final examination period.

You may submit a maximum of ONE McMaster Student Absence Form (MSAF) request per term. It is YOUR responsibility to follow up with your instructor immediately (normally within 2 working days) to discuss possible consideration. If you are absent for reasons other than medical, for more than 3 days, or exceed one request per term you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation (see instructions below for "MSAF Exception Checklist" which explain procedures that do not fit within the MSAF process outlined here).

### **“Can I Use The Online MSAF?” – MSAF Checklist:**

If you can answer **YES** to **ALL** of the following criteria, you **CAN** use the MSAF online:

- ✓ You have been absent for 3 days or less (the instructor may include the "due date" of your missed work as 1 absent day).
- ✓ Your absence was due to minor illness or injury only.
- ✓ The course work you have missed is worth 24% or less of your grade.
- ✓ You have not previously submitted an MSAF during the current term.

You can access the McMaster Student Absence Form (MSAF) located in the *MOSAIC Student Center*.

### **It is every student's responsibility to:**

- Follow the MSAF instructions carefully and completely.
- Ensure that their McMaster email account is set up to send and receive messages.
- Ensure that the correct email address is used to notify instructors.
- Refer to the course outline to confirm the value of missed work.
- Contact their instructor immediately (within 2 working days) to discuss possible consideration.

**IMPORTANT:** Any consideration that may be provided for missed work is the decision of the instructor. Failure to follow these instructions may result in no consideration given for missed work.

All Social Sciences students who have missed academic work but who do NOT meet the criteria for using the MSAF online must visit the Office of the Associate Dean in the Social Sciences Faculty and follow the instructions below.



### **MSAF Exception Checklist:**

If you can answer YES to ANY of the following criteria, you CANNOT use the MSAF online and must visit the Faculty office with appropriate documentation:

- ✓ You have been absent longer than 3 days (the instructor may include the "due date" of your missed work as 1 absent day).
- ✓ You missed course work valued at 25% or more of your grade.
- ✓ **You have already submitted one MSAF during this term.**
- ✓ Your absence was not due to minor illness or injury.

1. A **Notification of Absence Form** (available in the Faculty office, KTH 129) must be completed and submitted to the Office of the Associate Dean within **2 business days** of the end of your illness.
2. **Supporting documentation** must be submitted to the Faculty office WITH the Notification of Absence Form. If the absence was for medical reasons, the documentation should be a McMaster Student Health Certificate form completed by an appropriate physician. This form is available in the Faculty office or on the [website](#).

The physician must indicate on this form specific start and end dates of the illness for it to be deemed complete. For non-medical absences, please submit supporting documentation as appropriate. You may be required to meet with an academic adviser to discuss your circumstances surrounding your missed work. **PLEASE NOTE: Documentation for travel arrangements will no longer be accepted by the Faculty.**

3. Following verification of the documentation and approval by an academic adviser (if appropriate), the Faculty office will send an automated MASF notification to the instructor (or in special cases an email). The student will also receive a copy of this notification. YOU must follow up directly (within 2 working days) with your instructor to discuss possible consideration for missed work.

### **It is every student's responsibility to:**

- Follow all instructions carefully and completely.
- Ensure that their McMaster email account is set up to send and receive messages.
- Ensure that the correct email address is used to notify instructors.
- Refer to the course outline to confirm the value of missed work.
- Contact their instructor promptly (within 2 working days) to discuss consideration (see below).

**IMPORTANT:** Any consideration that may be provided for missed work is the decision of the instructor. Failure to follow these instructions may result in no consideration given for missed work.

**Additional Student Responsibilities:** As a student you are responsible for helping to prevent unexpected medical situations from complicating your academic work by starting assignments and studying early.

**Follow-Up E-Mail:** As stated above, in order to arrange for MSAF accommodation, you must e-mail the instructor soon after submitting your MSAF form. Your message to the instructor should include the following information:

1. Detail your progress in preparing to complete the assignment. Explain the stage you were at in your work when your absence began. Mention any work you have been able to do since your absence ended.
2. Propose a new deadline to submit the assignment, or, for tests, identify blocks of time when you are available to complete the test outside of class time.

**Conflicting Make-Up Schedules:** When scheduling make-up timeslots for class, be sure not to compromise your attendance and participation in other classes. Similarly, you should not sacrifice time in this class to complete assignments for another class. Please note: this tool cannot be used during any final examination period.

**Policy for Returning Assignments/Posting Grades:** In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, The University will not allow the return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; all tests and assignments must be returned directly to the student.

Since it is important for students learning and skills development that they receive feedback on their assignments as they progress through the course, you can expect to receive feedback (comments and a grade) on each of your assignments in a timely fashion. This will allow you the opportunity to see how you performed on each assignment and time to discuss any questions you might have with your instructor.

## **Student Support and Responsibilities**

**Student Accessibility Services (SAS) formerly Centre for Student Development (CSD):** SAS assists with academic and disability-related resources for students with a variety of learning needs. If you have an accommodation letter from SAS, you are required to provide a copy of that letter to your instructor. Please be sure that you arrange academic accommodations through SAS as early as possible in order that the instructor can receive the accommodation letter as early in the term as possible.

**Responsibilities as a Student Registered at SAS:** Students are responsible to identify themselves to Student Accessibility Services on an annual and regular basis in order to receive accommodations and services. Students are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss specific needs in relation to the course and their disability; and
- providing the course instructor with their accommodation letter from SAS.

For more information, see the SAS website: <https://sas.mcmaster.ca/prospective-students-general-information/>

**Accommodating Peers:** Students may be asked to assist in making out learning environment accessible to all students. For example, in class presenters may be asked to submit, in advance, a text summary of the presentations visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

**Confirm Your Section Registration (1SS3 C0#):** It is your responsibility to ensure that you are attending the correct section of Inquiry 1SS3. Each section of Inquiry has a specific theme chosen by the instructor so you cannot attend a section of the course in which you are not registered. If you continue to attend a section of the course in which you are not registered, you will not be permitted to register in that section and so may be at risk of failing the course. Consult your personal timetable and the Registrar's course timetable to ensure that you are attending the correct section.

**Keeping On Track With Assigned Readings:** Students are encouraged to try as best as possible to keep up with the weekly readings. While knowledge of the content of the readings will rarely be directly tested in the course, the skills and insights that are offered in our readings will be evaluated in the various assignments you are required to complete through out the term. Keeping on track with the readings will especially make your job easier as you complete your final research paper assignment. The habits, insights, and strategies suggested in our readings will also be enormously helpful in the step-by-step process of building a sophisticated, polished, and successful research paper.

**Class Schedule:** In order to best address the topic and important writing and critical thinking skills development each class will be structured slightly differently. Some priorities for class time are:

1. Addressing questions and concerns from the previous class and/or the readings.
2. Writing and critical thinking skills development activities (individual and group activities).
3. Instructor-led and student-led discussion topics on the readings and other issues of interest.
4. Assignment instructions and Q&A period.
5. Peer feedback activities.

These are just some of the activities we can focus on in class. If there are particular activities or aspects of the course that students find valuable we can emphasize those. The instructor would like to hear your feedback and suggestions on the course structure and content and as a class we can try to address these ideas and concerns.

**The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes**

## Course Schedule

Date:	Read Before Class:	Assignment Due:	Class Topic:
1 Jan. 9	None	Participation Begins (5% Attendance, 10% Engagement)	What is Inquiry?  Why study prison and punishment?
2 Jan. 16	Davis. (2003). "Ch. 1 - Prison Reform or Prison Abolition?" <i>Are Prisons Obsolete?</i> Pp. 9-21.  Complete Library Modules 1-5		What is Social Research?  Debates in Imprisonment Studies
3 Jan. 23	Owers. (2012). Ch. 1 - Imprisonment in the twenty-first century: a view from the inspectorate. <i>Handbook on Prisons</i> . Pp. 1-19.  Choose <b>one</b> reading of interest to you from the folder under Readings>Week 3.	Active Reading Exercise – 5%	Surveying the Literature  Topics in Imprisonment Studies
4 Jan. 30	Northey et al. (2015). "Ch. 1 – Writing and Thinking," in <i>Making Sense</i> . Pp. 1-12.  Butler. (2014). "Mental Illness and the Criminal Justice System: A Review of Global Policies and Promising Practices. Pp. 4-12.  Complete Library Modules 6 + 10.		Choosing a Topic and Developing a Question  Developing a Research Plan  Referencing
5 Feb. 6	Northey et al. "Ch. 2 – Designing a Project," in <i>Making Sense</i> . Pp. 13-31.  Reasons et al. (2016). "Race and Criminal Justice in Canada." <i>International Journal of Criminal Justice Sciences</i> 11:2. Pp. 75-99.	Topic Selection Statement and Draft Research Question - Completion  Library Modules 1-5, 6 + 10 should be completed for today	Revising your Topic and Question  *Library Workshop Session
6 Feb. 13	Northey et al. "Ch. 3 – Theorizing about a Project," in <i>Making Sense</i> . Pp. 32-61.  Monchalin. (2016). TBA	Proposal + Annotated Bibliography - 15%	Paraphrasing and Precise how to  Proposal Peer Review

7 Feb. 20	<p><b>NO CLASS – READING WEEK</b></p> <p><u>To Do List:</u>  - Complete Library Modules 7-9 and prepare for Library &amp; Academic Integrity Test (15%) – in class Week 8  - Northey et al. Ch. 4 + Ch. 5  - Complete Week 8 reading  - Precis assignment (5%) – due Week 9</p>		
8 Feb. 27	<p>Irvin. (2010). “What Is “Academic” Writing?” <i>Writing Spaces: Readings on Writing</i> Vol. 1.</p>	<p>Library Skills and Academic Integrity Test - 15%</p>	<p>Writing Myths and Strategies</p> <p>Test</p>
9 Mar. 6	<p>Northey et al. “Ch. 7 – Arguing and Writing with Style” and “Ch. 8 – Planning and Organizing an Essay or Report,” in <i>Making Sense</i>. Pp. 114-141 and 142-162.</p> <p>Alati. (2015). ‘Plea Bargaining and the Trail Penalty in Canada,’ <i>International Journal of Human Rights and Constitutional Studies</i> 3:3.</p>	<p>Précis - 5%</p>	<p>Thesis Statements</p> <p>What is an Argument?</p> <p>Planning your Draft</p>
10 Mar. 13	<p>Rosenwasser et. al. (2011). “Ch. 5 – Linking Evidence and Claims.” <i>Writing Analytically</i>. 107-120.</p> <p>Northey et al. “Ch. 6 – Exercising Judgement and Good Ethics,” in <i>Making Sense</i>. Pp. 90-113.</p> <p>Freitas et al. (2015). “Experiencing the Inside-Out Program in a Maximum Security Prison.” <i>Turning Teaching Inside-Out</i>. Pp. 303-312.</p>		<p>Incorporating &amp; Communicating Evidence</p> <p>Presentation Skills</p>
11 Mar. 20	<p>Northey et al. “Ch. 9 – Writing an Essay or Exam,” in <i>Making Sense</i>. Pp. 163-183.</p>	<p>Paper Draft Complete</p> <p>Paper Presentations Begin (to be scheduled) -10%</p> <p>Attendance/Peer Feedback – 2.5%</p>	<p>Writing the 1<sup>st</sup> Draft</p> <p>Presentations – Week 1</p>

<p>12 Mar. 27</p>	<p>Northey et al. Review Ch. 10, 12-14 (as useful) in <i>Making Sense</i>.</p>	<p>Paper Draft Complete</p> <p>Paper Presentations Continued (to be scheduled) -10%</p> <p>Attendance/Peer Feedback - 2.5%</p>	<p>Revising and Editing</p> <p>Presentations – Week 2</p>
<p>13 Apr. 3</p>	<p><b>NO CLASS</b></p> <p><b>One of:</b> Erbenraut. (2015). "What the U.S. can learn from Prison reform efforts throughout the world." Huffington Post. <a href="http://www.huffingtonpost.com/2015/04/10/prison-reform-international-examples_n_6995132.html">http://www.huffingtonpost.com/2015/04/10/prison-reform-international-examples_n_6995132.html</a></p> <p>Demby. (2016). "Imagining a world without prisons for those defined by them." NPR. <a href="https://www.npr.org/sections/codeswitch/2016/09/20/494248596/imagining-a-world-without-prisons-for-communities-defined-by-them">https://www.npr.org/sections/codeswitch/2016/09/20/494248596/imagining-a-world-without-prisons-for-communities-defined-by-them</a></p>	<p>Final Research Papers - 25%</p>	<p>Thinking within and beyond the prison</p>
<p>Apr. 6</p>		<p>Learning Process Self-Reflection due – 5%</p>	